

**SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT
(SDFSCA)**

**REPORT FOR
RHODE ISLAND GOVERNOR'S SDFSCA PROGRAMS
JULY 1, 2000 TO JUNE 30, 2001**

The Safe and Drug-Free Schools And Communities Act

Reporting Form for Governor's SDFSC Programs

**Time Period Covered by This Form:
2000-2001 School Year (July 2000 through June 2001)**

Reporting form for:

**Safe and Drug-Free Schools Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6123**

According to the Paperwork Reduction Act of 1995, no persons are required to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0134. The time required to complete this information collection is estimated to average 30 hours per respondent, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

Under SDFSCA, states are required to report to the U.S. Department of Education on a triennial basis. In response to input from states indicating that an annual collection would be less burdensome than triennial collection, the data will be collected on an annual basis and compiled for submission to Congress. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Robert Alexander, Safe and Drug-Free Schools Program, U.S. Department of Education, 400 Maryland Avenue, SW Suite 3E306, Washington, DC 20202-6132.

Below is a listing of various groups of people who might receive services under *SDFSCA*, Section 4114 (Governor's programs). For each group, please record how many individuals received such services between August 1, 2000 and July 31, 2001. As you complete this question, please count each individual as a member of only one group.

Between July 1, 2000 and June 30, 2001, how many of the Section 4114 service recipients were:

	Service Recipients
a. School-aged youth attending public or private schools	41,277
b. School-aged youth, not in school (e.g., dropouts, incarcerated)	6
c. Parents or guardians.....	595
d. Law enforcement officials (including district attorneys).....	47
e. Teachers and other school personnel	87
f. Other community members (including service recipients less than 5 years old)	502
g. Unknown.....	
Total:	42,514

Note: The total should equal the sum of Q1 a-g above.

2. Below is a listing of various age groups of people who might receive services under *SDFSCA*, Section 4114 (Governor's programs). For each age group, please record how many individuals received such services between August 1, 2000 and July 31, 2001.

Between August 1, 2000 and July 31, 2001, how many of the Section 4114 service recipients were:

	Service Recipients
a. Less than 5 years old	26
b. 5 to 9 years old	21,207
c. 10 to 12 years old	15,130
d. 13 to 15 years old	3,712
e. 16 to 18 years old	963
f. 19 years or older	546
g. Unknown	930
Total:	42,514

Note: The total should equal the sum of Q2 a-g above.

3. What is the total number of Section 4114 awards made by your state for activities conducted between July 1, 2000 and June 30, 2001? Please report the number of primary awards. Do not include subcontracts.

18 Number of awards

4. Below is a listing of various durations for which 4114 funds might be awarded. For each duration, please record the number of awards made for activities conducted between July 1, 2000 and June 30, 2001.

Awards

- | | |
|------------------------------------------------|-----------|
| a. Less than 9 months | |
| b. At least 9 months but less than 1 full year | |
| c. At least 1 year but less than 18 months | <u>18</u> |
| d. At least 18 months | |
| Total | <u>18</u> |

Note: The total of Q4 a-d must equal the number reported in Q3.

5. Below is a listing of various categories of award size. Please record the number of Section 4114 awards within each category that were made by your state for activities conducted between July 1, 2000 and June 31, 2001.

Awards

- | | |
|----------------------------------|-----------|
| a. Less than \$5,000 | <u>1</u> |
| b. Between \$5,000 and \$24,999 | <u>8</u> |
| c. Between \$25,000 and \$24,999 | <u>8</u> |
| d. At least \$50,000 | <u>1</u> |
| Total | <u>18</u> |

Note: The total of Q5 a-d must equal the number reported in Q4.

6. Next, please provide information on the number of Section 4114 awards that were made for services/activities conducted between July 1, 2000 and June 31, 2001 in each of the categories listed below. Since awards may allow a provider to offer more than one type of service/activity, please count each award in every appropriate category

	Awards
a. Activities to protect students traveling to and from school	4
b. Activities to prevent violence related to prejudice and intolerance or the study of intolerance in history	5
c. <i>After-school or before-school programs</i>	9
d. <i>Alternative education programs</i>	3
e. Anti-gang activities	4
f. <i>Community service projects</i>	4
g. <i>Conflict resolution/peer mediation</i>	5
h. <i>Comprehensive services/programs</i>	5
i. <i>Curriculum acquisition or development</i>	5
j. Dissemination of information and media activities	8
k. <i>Drug prevention instruction</i>	11
l. <i>Parent education/involvement</i>	10
m. Program coordination with law enforcement or other community and state agencies or organizations	6
n. Program evaluation	10
o. <i>Security personnel and equipment</i>	3
p. <i>Services for out-of-school youth (school-age)</i>	4
q. Services for youth in school	8
r. <i>Special, one-time events</i>	5
s. Surveys of drug and violence prevalence and safety	1
t. Training for parents, teachers, law enforcement officials, and other community members	5
u. <i>Violence prevention instruction</i>	7
v. <i>Youth/student support services</i> (e.g., assistance programs, counseling, mentoring, identification, and referral)	9
w. Other	3

PLEASE SPECIFY:

Summer reading program, summer academy, and expression through art



Note: Each number reported in Q6 a-w may not exceed the total number reported in Q3

**Safe and Drug Free Schools and Communities Act
Report for Governor's SDFSCA Programs
July 1, 2000 to June 30, 2001**

**Submitted By:
Department of Mental Health Retardation and Hospitals
Division of Behavioral Health Care Services
Substance Abuse
State of Rhode Island**

1. (a) Goals (b) State's Progress in Attaining Goals

Goal One:

To establish a conceptual framework for the development of appropriate prevention interventions based on identifying, collecting, and analyzing social indicator data in our state relevant to specific risk factors.

The Division of Behavioral Healthcare Services, Substance Abuse (DSA) continues to rely on the results of the state's Adolescent Substance Abuse Survey(ASAS), Kid's Count and the Youth Risk Behavior Survey(YRBS) to create a database for planning programs.

Prevention planning staff continues to participate in the development of elements for a minimum data set with the East Coast Prevention Consortium and the Center for Application of Prevention Technology (CAPT). The goal is to develop a risk and protective framework for planning and program development.

The DSA continued to focus on planning and developing several key components of a state prevention system including: performance outcome measures; a MIS for prevention which includes the CSAP minimum data set; prevention program standards; workforce development, including certification of prevention professionals.

The DSA is committed to having a prevention information management system put in place during FFY 2002. After much research and review, it was decided that the Performance Based Prevention System (PBPS) best met the information needs identified by the prevention staff and providers. The system not only fulfilled the data management needs, but also offered a planning module that was in alignment with the risk and protective factor framework presently used by the Division.

After several months of careful review and participation in demonstrations of the PBPS, negotiations began to purchase the system. The Division and the producers of PBPS have agreed to mutual terms and conditions to lease the system for a three-year period. This should take effect by the end of the calendar year at which time Division staff and prevention providers will be trained to use the system.

In FY2001, the DSA continued efforts to develop a statewide needs assessment. The needs assessment utilized community focus groups, social indicator data, and the results of the 1998 Youth Risk Behavior Survey and the 1999 RI Adolescent Substance Abuse Survey.

The DSA worked together with other organizations and individuals to integrate all ATOD prevention services and to ensure that those services are consistent with the results of a statewide needs assessment and current research findings.

Additionally, the Chief of Prevention Services serves on the Educational Development Center's (EDC) Northeast CAPT Advisory Board. The CAPT has, as a mission, to provide technical assistance and training in areas such as research-based models and developing outcome based performance measures.

All of the above efforts made a significant contribution to the development of a revitalized state prevention system based on research and best practice. As a "first step" in workforce development, the DSA continues to require each of the funded prevention service providers to attend three mandated trainings each year. The training requirements were set forth in the Terms and Conditions of their Contracts. The mandated training is applicable to prevention certification.

A core component of the State's prevention and treatment system is the statewide training system. The DSA will continue to contract with the Drug and Alcohol Treatment Association of Rhode Island (DATA) to oversee the statewide training system. DATA trains about 2000 individuals annually and continues to increase minority representation at training. Trainings offered by DATA support the certification of Chemical Dependency Professionals (CDP's), Prevention Specialists, and Student Assistance Counselors. Additional training and workshops were provided to the statewide network of Rhode Island Substance Abuse Prevention (RISAPA) Task Forces.

A key initiative of the DSA is the development and support of a trained prevention workforce. The DSA will continue to expand training opportunities, especially as these trainings support the certification of prevention and student assistance specialists.

The DSA and DATA are represented on the Board of Directors of the New England Institute of Addiction Studies (NEIAS) and assist in the coordination of the training initiatives sponsored by NEIAS. The DSA will participate in the planning of the Second Annual New England School of Prevention Studies and will continue to offer scholarships to NEIAS training. The DSA is also represented on the Northeast Center for Advanced Prevention Technology (CAPT).

The Division is also committed to providing technical assistance and training to SDFSC funded community-based providers on research-based/effective models, outcome based performance measures, and evaluation methodologies. The Division has contracted with the Community Research and Services Team at the University of Rhode Island (URI) to provide technical assistance to SDFSC funded agencies on the above.

The DSA is developing key elements of a plan for the reallocation the SDFSC Governor's Discretionary Funds, consistent with the new state framework for prevention and CSAP's guidelines for implementing science based programs. Future funding will be allocated through a Request for Proposal (RFP) process.

Goal Two:

Continue the partnership formed on the state level by collaborating with the COZ (Child Opportunity Zone Initiative) to achieve a significant increase in the number and types of service accessed in 50% of the COZ's by August of 1996 (for 1995's plan) and by August of each subsequent year in the comprehensive plan. By August of 1998, Child Opportunity Zones will have progressed from the planning to the implementation stage.

The State Education Agency submits a comprehensive report on the statistics and goals of this initiative. The DSA continues to contribute a portion of the SDFSC Discretionary funds to this initiative. The SDFSC Project Director is a member of the Interagency Coordinating Team and the RFP review team for the COZ initiative. The COZ's have been implemented and are in operation in 7 schools.

Goal Three:

To improve linkages between law enforcement, public health, and community groups regarding ATOD and violence.

The DSA continues to work with other organizations and individuals to integrate all ATOD prevention services and to ensure that those services are consistent with the results of a statewide needs assessment and current research findings.

In April of 2001, Rhode Island submitted a State Incentive Grant Program (SIG) application. Rhode Island was approved for funding in September of 2001. The project will coordinate, leverage and/or and redirect prevention funding and resources in Rhode Island toward a revitalized, comprehensive state prevention system. The Governor has tasked his Children's Cabinet with providing innovative recommendations for funding redirection and prevention system design. The Children's Cabinet consists of all State Department Directors and is responsible, by statute for addressing all cross-departmental issues that relate to children's needs and services. The Children's Cabinet will be advised by a SIG Advisory Committee made up of representatives of all State agencies, prevention providers, community coalitions, minority groups, health care organizations and private sector representatives. Local input will be provided through direct representation of diverse constituencies.

The Chief of Prevention Services, DSA continues to sit on the Interagency Coordinating Committee, the Rhode Island Policymakers Team, and the Starting Right Planning Committee. The SDFSC Project Manager is an active member of the Starting Right Youth Care Subcommittee and the COZ Management Team. DSA collaborates with the R.I. Prevention Network, and the Rhode Island Substance Abuse Prevention Task Forces, which encourage youth involvement through community service. Ongoing participation at interagency and

planning meetings, as well as the continuation of partial funding to the COZ initiative, contributes to meeting the stated goals.

The DSA currently administers a federal block grant from the Department of Justice entitled the “Enforcing Underage Drinking Laws Program.” The DSA contracts with municipal police departments to increase local law enforcement efforts to reduce youth access to alcohol products and also contracts with municipal substance abuse prevention task forces (coalitions) to assist with public education efforts and regulatory and policy change strategies. A particular focus of these public education efforts is to increase youth and parental perception of risk associated with underage alcohol use. Youth involvement in the planning and implementation of both education and environmental strategies is required.

Municipal task forces also continue to work closely with the DSA on reducing youth access to tobacco products. For the current contract period, youth task force volunteers are educating retail tobacco vendors regarding state youth access laws and are engaging in other outreach efforts targeting their peers and the tobacco vendors.

Law enforcement education partnerships (LEEP) were continued through the co-funding and implementation of D.A.R.E. in Rhode Island schools. In FY 2001 the DSA provided supplemental funding for eight SDFSC programs to include LEEP activities (appendix A). The DSA also collaborates with the Rhode Island Attorney Generals Office, Rhode Island Justice Commission, and municipal police departments statewide to reduce the incidence of underage drinking and youth access to alcohol and tobacco.

Rhode Island has begun identifying existing effective and culturally competent collaborations and programs (described below are particularly noteworthy exemplars):

Exemplary Collaborations:

- Covering Kids Rhode Island: In 1998 the Departments of Human Services, Education and Health entered into collaboration with RI Kids Count, Ocean State Action and the RI Health Center Association to increase the enrollment of eligible children and families into RItE Care, Rhode Island’s Medicaid/SCHIP Program. The collaboration focused on four cities where most uninsured children lived and employed three strategies – outreach at health care organizations, school-based outreach and direct outreach to Latino and other recent immigrants. Working with 31 community agencies that hired bilingual staff the project has increased RItE Care enrollment by 39% and made Rhode Island the state with the highest proportion of its population covered by health insurance.
- OJJDP Comprehensive Strategy Coalitions: Collaboration between Rhode Island Justice Commission and Department of Children, Youth and Families. One of only 5 State grants from US Department of Justice, Office of Juvenile Justice and Delinquency. Local communities commit resources and “key leaders” to complete a risk and resource assessment based on Hawkins and Catalano’s social development model. Communities have successfully garnered support and collaboration from state officials, criminal justice professionals and community organizations to recently complete three-year plans for risk-focused prevention programs.
- Child opportunity Zones (COZs): are sites in or near schools where families can receive information, support services or referrals. COZs are based on the needs and resources of the

individual community. They bring schools, families, and communities together to promote success in school for all children. COZ connect families with education, health and social services, community activities and other family supports as well as developing state and local partnerships to coordinate and provide resources and services responsive to family needs. These local initiatives have been in existence in 10 primarily multi-ethnic communities since 1993. Each of these communities, plan, implement, and evaluate their effectiveness by addressing nine program area standards and demonstrating indicators of success in each program standard.

Exemplary Programs:

“Science-based” programs

- Some of the model programs identified by CSAP such as Project ALERT and Life Skills Training are being delivered in middle schools throughout Rhode Island.

“Homegrown” exemplary programs

- The “Parents as Teachers” program is designed to decrease risk and increase protective factors among children of immigrant and refugee families in urban areas of Rhode Island. A collaboration between Initiatives for Human Development (a community prevention agency) and the Genesis Center (an agency serving immigrant families), the program provides skills building sessions for parents as well as a parent mentoring and support program. The program has been chosen as one of 8 “promising programs” by CSAP and received an Exemplary Substance Abuse Prevention Program award in Washington, D.C. on May 17th, 2001.

Goal Four:

To reduce the availability of ATOD and perceived parental and peer approval rates for their use, as evidenced in the Adolescent Substance Abuse Survey.

In addition to the Evaluation, COZ and D.A.R.E collaborations, fifteen community awards were funded during the last fiscal year. Twelve awards included before and after school programs, parent skill training programs, and dropout prevention programs (Appendix A). These were funded through a competitive Request for Proposals (RFP) process outlined in the Report submitted in 1998.

The 1998 Rhode Island Adolescent Substance Abuse Survey (ASAS) was released in June of 2000. This is the fifth survey conducted since 1989 and it indicates that although the use of alcohol, tobacco, and marijuana by children in R.I. remains unacceptably high progress has been made.

Perceived peer approval rates among Rhode Island youth have decreased.

<u>Perception of Peer Pressure</u>	<u>1995</u>	<u>1998</u>
Friends would approve if I used marijuana regularly	12.0%	9.0%
Friends would approve if I tried cocaine or crack once or twice	3.5%	2.9%
Friends would approve if I had 5 or more drinks each weekend	12.4%	10.7%
Friends would approve if I drove after having 5 or more drinks	3.7%	3.0%

The prevalence of substance use has decreased in the following areas:

<u>Prevalence of Use</u>	<u>1995</u>	<u>1998</u>
Current smokers	14.0%	10.9%
Drank any alcohol in the past month	50.6%	39.6%
Got drunk 2 or more times in the past month	14.0%	12.7%
Used marijuana in the past month	20.1%	19.9%

The Department of MHRH in collaboration with the Department's of Education and Health have worked on a process for meeting each of the departments' data needs while reducing the number of survey instruments imposed upon the schools. The agreement was to simultaneously administer two national surveys, the Youth Risk Behavior Survey (YRBS) and the Youth Tobacco Survey (YTS). Some respondents will receive the YRBS while others will receive the YTS. These surveys will be administered in 2001 and continue to be administered on a biannual basis.

It is important to note that the ASAS will no longer be implemented, therefore, the Division of Substance Abuse will lose a great deal of data. However, 12 substance abuse questions have been added to the YTS in order to collect data on risk behaviors from middle school students.

Goal Five:

To devise an evaluation instrument and then to conduct an objective performance based evaluation of all Safe and Drug Free Schools and Communities grant recipients.

On site, annual monitoring of funded projects will continue for the duration of the grant. Each Agency receiving SDFSC funds is required to submit Quarterly and Annual Program Activity Reports which address the goals and objectives, and to conduct program evaluation as part of its commitment. The Quarterly Report has been revised to best meet the needs of the Department and the Provider Agency, and can be submitted electronically. Future reporting will be done through the new Performance Based Prevention System (PBPS).

The Division of Substance Abuse is committed to demonstrating the efficacy of the Governor's Portion of SDFSC. The Division has designated funding and has contracted with the Community Research and Services Team, University of Rhode Island to engage in a participatory process with the DSA and local agencies for purposes of "Enhancing Evaluation in SDFSC Programs".

Phase three took place between September 2000 and August 2001. Activities included:

- Continuing two exemplary evaluations selected in Year 1 and add one to represent the three general program categories (before and after school programs, parent skills training programs, and dropout prevention programs). Continuing data collection, with any required refinements of measurements and procedures, to further the objective of enhanced evaluations of model programs and culminate in improved assessment of their effectiveness.

- Providing two workshops (four hours each) to promote collaboration among local agencies, divided into two working groups (clusters) on the basis of shared target populations and outcome characteristics. The two clusters participated in one of two sessions, one in October, and a second session, held in June. Logic models, measures of outcome variables, and evaluation designs developed in Years 1 and 2 were shared and strengthened, with the three exemplary evaluations featured where appropriate. Interagency collaboration was the primary means for advancing prevention capacity.
- Provided on-site and telephone technical assistance supporting evaluation of SDFSC programs to local agencies. Technical assistance was made available for issues in all phases of the evaluation process (formulating evaluation objectives, developing an evaluation design, choosing measures, evaluation implementation, data analysis, etc.), extending the supportive relationships developed in Years 1 and 2 and following up on issues addressed in the training workshops described above. Technical assistance was available to all SDFSC agencies.
- Provided data analysis technical assistance to a limited number of local agencies whose organizational resources and limitations precluded internal data analysis. This assistance was explicitly limited to statistical analysis and brief interpretation of data supplied by the agencies, and did not include responsibility for data collection or report preparation. Wherever possible, this service was linked to the establishment of simple data analysis systems in the agencies themselves.
- Documented the enhancement of evaluation capacity within the agencies with objective judgment of progress in incorporating principles of effectiveness into evaluation practices, employing the inventory of evaluation capacity developed in Year 1, and adding qualitative interviews to explore attitudes toward and perceived barriers to science-based practice.

A Final Report/Case Study of the three-year “Enhancing Evaluation in SDFSC Programs” project has been completed and has been accepted for publication.

Appendix A

Safe and Drug Free Schools and Communities Governor's Discretionary Programs

FY 2001

Child Opportunity Zones

Child Opportunity Zones (COZ) - COZ Family Centers are located at or near a school where they provide families with access to coordinated education, health and social services. R.I. COZs provide one-stop shopping and referral for a wide range of services and information to support children and their families.

Family Service, Inc.

Families that Work – Girls Self Esteem/Healthy Choices - an education campaign to encourage and empower 9-15 year old girls to make healthy life choices. Topics include “Saying No to Drugs”, “The Dangers of Inhalant Use”, “Drug use During Pregnancy”, “Bodywise – Adolescent Hygiene Issues”, and others. Risk factors addressed include inadequate life skills, low self-esteem and self-confidence, and favorable attitudes toward drug use.

R.I. Project DARE (Drug Abuse Resistance Education)

DARE (Drug Abuse Resistance Education) - SDFSC grant provides official DARE materials for classroom instruction for school participants.

University of Rhode Island

Enhancing Evaluation in Safe and Drug Free Schools and Communities - See Goal Five above.

SDFSC Community-Based Programs (RFP)

Family Resources

Project Safe Passage brings together a broad spectrum of youth, community leaders, school officials, and police to address the problem of middle school students walking safely to and from school. The program utilizes students, community members, and parents to develop and implement a strategy to ensure safe passage to and from school. Highly visible staff assist students in developing skills in avoiding potential conflict, conflict resolution and refusal tactics /social competencies to reduce the likelihood of involvement with substance abuse, gangs, and violence. Parents are recruited to assist with the community aspect and in assisting their own children in dealing with the pressures of intimidation and violence.

LEEP – The LEEP component of the program involves the Woonsocket Police Department Community Policing Unit as workshop and discussion leaders. The program also has a work experience component for youth at community agencies including the community police unit. The program maintains a close relationship with the Community Policing Unit in order to help students and community police develop and maintain a respectful and trusting relationship.

Mayor's Council on Drug & Alcohol Abuse

Project PACT - The Parents and Children Together Project (PACT) provides training and support services to families living in the enterprise communities in the City of Providence. These

families have at least one child involved with the Strengthening our Families Saving our Children Project, which targets middle school students. PACT educates and engages families as active change agents to help achieve the goal of preventing and reducing the incidence of substance abuse and violence in their community. Strategies include: family education, mentoring, community service, peer leader training, and community linkages. The Mayor's Council collaborates with Initiatives for Human Development's RI Teen Institute to enhance their joint prevention initiative for Providence.

LEEP – The PACT program collaborates with the Providence Police Department to implement a violence prevention component at camp Phoenix. Camp Phoenix is a weeklong overnight camp run by the Mayor's Council on Drug and Alcohol Abuse. The LEEP enhancement allows for collaboration with Providence Police to take part in the camp curriculum, specifically in the area of violence prevention. Four police officers conduct on-site training at the camp. Police train youth and families in the Teens, Crime, and the Community program and the Get Real About Violence program. Both programs meet the standards of the Principles of Effectiveness. The LEEP component will forge a strong partnership between the PACT program, Camp Phoenix, and local law enforcement.

New Visions /Newport County

New Ventures - This program provides peer education with outreach and bi-lingual services for high risk Hispanic youth, and enhances the New Ventures substance abuse prevention program in the following ways: peer education program; increased outreach and bilingual services for Spanish-speaking youth and their parents, and community service component. The program services youth aged 10-17, primarily of African American and Hispanic heritage.

RI Youth Guidance Center

Teenworks -Drop out prevention focusing on skill development, community bonding, decreasing alienation, and reinforcing links with the school. The Teenworks program involves adolescents in skill building activity oriented toward employment and community service. Participating students develop specific skills to enable them to find and maintain employment, work together to pursue group-centered business opportunities, and work with peers through theater and dialogue to educate them in specific skills related to violence prevention. Teenworks offers three streams of activity to adolescents to build skills and enhance productive functioning in the community: Theatre-based peer education on violence prevention, supported work experience and internships, and micro-business enterprise.

LEEP – The Rhode Island Youth Guidance (RIYG) center in cooperation with the Central Falls Police Department is piloting a community-based violence prevention program based on the use of mediation as a tool for violence prevention. RIYG works with the Central Falls Police Department to expand the use of mediation as a tool for resolving conflict in circumstances of : incidents of juvenile delinquency that come to the attention Juvenile Officers, wayward petitions filed with the police department by parents seeking the intervention of the courts, referrals by schools of students who are experiencing chronic conflict with peers or within the family, and referrals from the Juvenile Hearing Board of youth who could benefit from mediation as a strategy for problem resolution.

Socio-Economic Development Center

Dropout Prevention Program - Expansion of SEDC Dropout Prevention Program for high-risk South East Asian students in Providence. The program provides one on one tutoring for SEA youth at risk for dropping out. Students in the program receive weekly one-on-one tutoring in math, English, reading and communication skills from volunteer college students who are recruited and trained by SEDC staff. Topics of gang, tobacco, alcohol and other drug prevention are introduced by SEDC staff. Students learn the risks of substance abuse and build resistance to these behaviors. Tutoring prepares students for the eight-week Summer Academy in July and August, which develops goal-setting skills and maintains academic and social progress during the summer months.

LEEP – An officer of the Providence Police Department provides weekly presentations to the after-school academic tutoring program in Providence middle schools, and at the Summer Academy. Topics to be presented include:

- anti-violence – how to control anger and avoid confrontation
- anti-gang message – how to respond to call from a gang member
- safety issues – how to operate bicycles, talking to strangers, opening door to strangers
- positive relationship with the police
- survival skills – how not to get lost in the system and how to respond to peer pressure.

Stopover Services/Newport County

ARTS-SOS - ARTS - S.O.S. is an after-school ATOD and violence prevention program with an arts education base. The program emphasizes youth/adult partnership with a high ratio of adults to youth, explicit prevention education and life-skills building, competency building in a multi-disciplinary approach, and community network enhancement. The target population is Newport boys and girls, especially those living in subsidized housing, who are 13-17 years of age. Specific prevention work includes: conflict resolution, family, substance abuse, suicide prevention, and goal setting.

SOS- Dropout Prevention Program provides dropout prevention, substance abuse prevention, and violence prevention services in Newport County targeted at high school aged youth and families. These services include school liaison, assessment, mediation, counseling, and alternative activities. Significant emphasis is placed on outreaching families to address family problems that contribute to youth's dropout risk, and to more actively engage parents in their adolescents' educational experience.

Tides Family Services, Inc.

W. Warwick Collaborative for Youth & Families - School suspension prevention and intervention program. This dropout prevention program replicates the "Central Falls/Pawtucket Collaborative" model in West Warwick. The Project takes all West Warwick students in public school grades 7-12 who are up for suspension for a second time in the same semester. These students remain in school, but are required to participate in tutoring, a homework club, structured recreation and group and family counseling.

LEEP – Tides Family Services in conjunction with the West Warwick Police Department, JEMS program has implemented a 28-week summer mentoring program for youth who have been identified as “at-risk” for substance use/abuse. The program focuses on life skills such as employment, social skills, educational skills, etc. Structured community service projects supervised by police officers is also available within the program. Participants are involved in “Teens, Crime, and the Community” conducted by a West Warwick Police Officer at the West Warwick Community Youth Center. Parents of youth in the program are also invited to attend Tide’s weekly parent support group and Tide’s “family Night” held on Thursday nights.

Tri-Town Community Action, Inc.

Comprehensive after school substance abuse prevention project for children and youth ages 4-17. The Project provides SDFSC after school prevention services to 1,000 children, youth and families residing in North Providence, Johnston, Smithfield, North Smithfield, Burrillville, and Glocester. The Project targets children between the ages of 4 and 17 utilizing a collaborative design to involve all segments of the community, particularly schools and police departments. Three curriculum design approaches are utilized to ensure programs are age and developmentally appropriate. The program reflects risk factors/protective factors and directly links them to substance abuse prevention methods and approach. Program design includes a before and after school program that includes learning through recreational, institutional, cultural, and artistic programs. The strategies reflect a design to promote the building of resiliency, social competence, problem solving skills, autonomy, and a sense of purpose and future. A combination of recreational and enrichment activities help to build skills which breed social competence and self-care.

LEEP - Tri-Town Community Action in conjunction with the Johnston Police Department is conducting the research-based “Project Alert” to middle schools, and after school programs within the Tri-Town area. These communities include Johnston, North Providence, Smithfield, Burrillville, and Woonsocket. Local police have been trained and help facilitate the program. The two main goals of the program are to (1) prevent teen non-users from experimenting with drugs, and to prevent teenage experimenters from becoming regular users.

Institute for Human Development

Parents as Teachers - Latino and SE Asian parenting and peer leader training program to reduce/ prevent substance abuse and violence in the Latino and Southeast Asian community. Parents as Teachers is a primary prevention program designed to decrease risk and enhance protective factors among children of immigrant parents by means of the following component

interventions: Parent Skills Building Workshop Series, Parent Mentoring Program, and Parent Trainer/Group Leader Program.

Progreso Latino

Project Y.O.U.T.H. is a comprehensive after-school substance abuse prevention program for Latino youth ages 12 to 16. The program promotes ATOD-free environment through skills building activities, as well as increased parental involvement, and provides venues for role models. The program serves youth from the Central Falls and Pawtucket areas and includes a two day Latino Leadership Training, 16 month Community Service Commitment, and after-school Alternative Activities.

LEEP – The LEEP summer program includes educational activities for parents and youth. “Teens, Crime, and the Community” is an integral part of this 13-week program. Law enforcement officers from Pawtucket and Central Falls work with the project director on the delivery and review of educational material. Officers also take part in and provide supervision to youth on field trips and at community activities.

Tides Family Service, Inc.-Central Falls

Project Hope Hispanic Parent Outreach - Parent outreach program to train Hispanic parents of children K-6, in substance abuse and violence prevention. The program is based on established strategies for working with Hispanic parents to enhance protective factors among children for the prevention of and early intervention against ATOD use. Training topics include strategies to cope with and prevent substance abuse, understanding and communicating with your children, meeting expectations of the school system, appropriate discipline and limit setting in the home, and adopting domestic and street violence prevention strategies.

LEEP – The LEEP component supports collaboration with the Central Falls Police Department to educate and empower at-risk families regarding substance abuse and violence prevention. The goals of the program are: (1) to change parent’s attitudes and expectations concerning their role as agents for protecting their children from substance abuse involvement and violence, and (2) to reduce the involvement of students of participating parents in high risk behaviors associated with substance abuse and violence by enhancing the protective factors against ATOD involvement.

Programming includes:

- Creation of parent support group assisted by the Central Falls Police Department to prevent and control gang activities and school violence
- Conduct monthly meetings between parents and the Central Falls Community Police Unit
- Violence and gang prevention and conflict resolution workshops run by Central Falls Police and project staff.

Providence Center

Middle School Drop Out Prevention Program - The Providence Center ROAD Counseling Program is a dropout prevention program targeted for middle school students who are truant from school. The programs' Outreach & Prevention Specialist coordinates efforts with school and external agency staff to identify students who are at risk for substance abuse and

dropping out of school. Once students are identified and engaged, staff conduct comprehensive student/family assessments to identify individual, family, and environmental factors that place the student at risk for substance abuse/dropping out. Based on the assessment, staff provide home visits, supportive counseling, case management, crisis intervention, case monitoring, and follow up to ensure the provision of services to reduce family instability and student risk. Program goals and outcomes aim at increasing the resiliency of the students and their families through establishing community factors, supports, improving family functioning, providing the student with positive academic and social experiences, and maintaining a student's integration in school.